DOCUMENT RESUME

ED 374 232 CE 067 128

TITLE	NOVA 2000. Guidance Plan for SAD 21, 43, 44's Middle and High Schools, Peru and St. A. and St. John's Schools.
PUB DATE	8 Mar 94
NOTE	40p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Career Awareness; *Career Development; *Career Education; Career Exploration; *Career Guidance; Career Planning; Competency Based Education; Educational Planning; High Schools; Intermediate Grades; Junior High Schools; Middle Schools; Occupational Information; Teacher Attitudes
IDENTIFIERS	*Maine

ABSTRACT

This publication contains the comprehensive grades 6-12 guidance plan developed for NOVA/Region 9 schools in Maine. It begins with the Career and Vocational Guidance Team philosophy and goals. Three lists present the general categories that address the goals of the NOVA career and guidance plan, key components of the plan, and components of the ongoing assessment of skill within NOVA community, including tests and inventories, recommendations, and school records. Specific career and guidance plan outcomes are presented in five general categories: skill building, awareness, involvement, aspirations, and assessment of skills. A chart identifies career awareness/development programs by grade level within each school. Appendixes include the following: listings of plan resources for grades 6-8 and grades 9-12; career development competencies correlated with portfolio section; list of NOVA Community's career development middle school (grades 6-8) student competencies and indicators in the areas of self-knowledge and career planning; NOVA Community's career development high school (grades 9-12) student competencies and indicators in the areas of self-knowledge and exploration; and results of a survey of middle and high school teachers to assess what was being done in the four categories of skill building, awareness, involvement, and aspirations. Other appendixes list areas being considered for future work sessions, a list of placement options for high school graduates, and the plan's 3-year objectives. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 374 232

NOVA 2000

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S Doran

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

GUIDANCE PLAN

For SAD 21, 43, 44's Middle and High Schools
Peru and St. A. and St. John's Schools

CE056128

• BEST COPY AVAILABLE

NOVA COMMUNITY GUIDANCE PLAN HIGHLIGHTS

Development and implementation of a Grades 6-12 Teachers' Survey of Career Awareness activities/services.

Creation of a Career Awareness and Development Resource Directory for middle school and high school students.

The start of a Career Awareness/Development Resource library, with purchase of National Career Awareness/Development workbooks for Grades 7-9 and Grades 10-12. Copies will be available on site for TRMS, DMS, and MVMS (to be shared with Peru and St. A. and St. John's), and workbooks on site for TRHS, DHS, and MVHS. These workbooks will be funded by NOVA/ Region 9.

To implement the "Get A Life" Portfolio to all 6th grade students of Peru, St. A. and St. John's, DMS, TRMS, MVMS. (This portfolio was researched, designed and completed under the co-facilitation of two Maine natives and counseling professionals). The first year costs of "Get A Life" Portfolios will be subsidized by NOVA/Region 9.

The NOVA Community Comprehensive Guidance Plan Working Committee plans to go to NOVA/Region 9 sending schools in late March, April and May to provide awareness presentations and promote themselves as a career awareness and development resource team for Grades 6-2 students, staff, parents ad community members.

The NOVA Community Comprehensive Guidance Plan Working Committee will meet in October and March, yearly, to evaluate, revise and promote the Comprehensive Guidance Plan. The Committee's Chairperson will call committee members and facilitate the response of the resource team to our school systems.

THE HISTORY OF
THE NOVA COMMUNITY
COMPREHENSIVE GUIDANCE PLAN

PAST.....

The September 1992, the NOVA 2000 School Improvement Plan was initiated. One of NOVA 2000's areas of focus/goals was the formation of a NOVA Guidance and Career Awareness Committee. Administrators teachers, NOVA instructors, school counselors and community members from Sad #21, 43, 44 and Peru are members of this committee. This sub-committee of NOVA 2000 has established a philosophy and several goals. A major goal was establishing a comprehensive Grades 6-12 Guidance Plan. This plan was initiated by the appointment of volunteers - representing Grades 6-12 school counselors. After a year of trying to establish a sub-working committee of area guidance/school counselor professionals, the NOVA Community Guidance Plan process began in October 1993.

PRESENT.....

It has involved:

***6 "work" meetings (October 1993 - March 1994)**
***Estimated 6 hours with NOVA Guidance and Career Awareness sub-committee**
***Estimated 21 hours of committee work**
***Estimated 28 hours of Guidance Plan drafts, teacher survey and research work, and networking with career professionals**
***Development and implementation of a Grades 6-12 Teachers' Survey of Career Awareness activities/services**
***Creation of a Career Awareness and Development Resource Directory for middle school and high school students, staff, counselors, parents and community members.**
***The start of a Career Awareness/Development Resource library, with purchase of National Career Awareness/Development workbooks for**

Grades 7-9 and Grades 10-12. Copies will be available on site for TRMS, DMS and shared with Peru and St. A. and St. John's, MVMS and for TRHS, DHS, MVHS, funded by NOVA/Region 9.

*To implement the "Get A Life" Portfolio to all 6th grade students of Peru,St. A. and St. John's, DMS, TRMS and MVMS. (This portfolio's was researched, designed and completed under the co-facilitation of two Maine natives and counseling professionals). The first year costs of "Get A Life" Portfolios will be subsidized by NOVA/Region 9.

FUTURE.....

*The NOVA Community Comprehensive Guidance Plan Working Committee plans to go to NOVA/Region 9 sending schools in late March, April and May to provide awareness presentations and promote themselves as a career awareness and development resource team for Grades 6-12 students, staff, parents and community members.

*The NOVA Community Comprehensive Guidance Plan Working Committee will meet in October and March, yearly, to evaluate, revise and promote the Comprehensive Guidance Plan. The Committee's Chairperson will call committee members and facilitate the response of the resource team to our school systems.

NOVA 2000
CAREER & GUIDANCE PLAN
WORK COMMITTEE MEMBERSHIP
October 1993 to Present

Chair - Dan Hart
NOVA Region 9 - Student Services Coordinator

John Baker
SAD #21 - High School Guidance Director

Nancy Carr
SAD #21 - Middle School Home Economics Teacher

Sally Hannon
SAD #44 - Middle School Guidance Counselor

Joanne Chase
SAD #44 - High School Guidance Counselor

Jim Ippolito
SAD #43 - High School Guidance Director

Ann Morton
SAD #43 - Middle School Guidance Counselor

Jennifer Stevens - Coordinator
Northern Oxford Council County on Transition

Revised 3/8/94
September 1992

NOVA 2000
CAREER AND VOCATIONAL GUIDANCE (TEAM D)

PHILOSOPHY

It is our belief that career and vocational guidance are an integral part of NOVA Region 9. The entire educational community is responsible for delivering a sequential relevant program of career awareness, beginning at the elementary level, and for offering vocational guidance that will enhance a student's self-worth.

Guidance should be designed to support students in making positive choices on all educational opportunities available.

****

September 1992

NOVA 2000
CAREER AND VOCATIONAL GUIDANCE TEAM GOALS

1. **To educate the community, staff and students to the content of applied technology education.**

2. **To develop partnerships between business, community and schools.**

3. **To develop a career awareness curriculum.**

4. **To foster a positive self-image for students who choose vocational education.**

5. **All students who choose to enter the applied technical program will participate in an educational goal setting process monitored by the guidance staff.**

GENERAL CATEGORIES
THAT ADDRESS THE GOALS OF THE NOVA CAREER & GUIDANCE PLAN

Skill Building	-	**Oral and Written Communication**
	-	**Job Search**
	-	**Problem Solving and Thinking**
	-	**Decision Making/Coping Skills**
	-	**Interpersonal Communication**
Awareness	-	**NOVA Programs**
	-	**Jobs/Skills**
	-	**Individual Learning Styles**
	-	**Relationships**
	-	**World of Work**
	-	**Life Skills/Societal needs**
	-	**Work Ethics**
Involvement	-	**Student**
	-	**Family**
	-	**Business**
	-	**Civic**
	-	**School**
Aspirations	-	**Student**
	-	**Family**
	-	**Business**
	-	**Civic**
	-	**School**
Assessment of Skills	-	**Tests, Inventories**
	-	**Recommendations**
	-	**School Records**

***Specific Guidance Plan Outcomes detailed on pages 9-11**

NOVA REGION 9 CAREER AND GUIDANCE PLAN
KEY COMPONENTS

1. To develop an awareness of NOVA programs for students, staff, parents and community.

2. To identify types of job and career skills/training available at secondary and post secondary education levels.

3. To identify types of jobs/careers available globally.

4. To develop an awareness in the middle school and high school community that careers require more than a high school education.

5. To assist students in developing a "work ethic."

6. To educate students about the Real World, i.e., budgeting, consequences of their actions, responsibilities, short and long term planning.

7. To promote and develop positive school and business relationships.

8. To raise student, family and community aspirations through role modeling and educational experiences.

ONGOING ASSESSMENT OF SKILL WITHIN NOVA COMMUNITY

Test, Inventories

- **Achievement:**
  - **MEA-Maine Educational Assessment**
  - **SAT 2-Scholastic Aptitude Test 2**
  - **IOWA**
  - **California**
  - **Cognitive Abilities**
- **Aptitude:**
  - **ASVAB-Armed Services Vocational Aptitude Battery**
  - **DAT-Differential Aptitude Test**
  - **SAT 1-Scholastic Aptitude Test 1**
- **Interest Inventories:**
  - **Harrington-O'Shea-Career Decision Making System**
  - **Choices**
  - **Holland Self Directed Search**
- **Computer Programs**
  - **Choices Junior**
  - **GIS-Guidance Information System**
  - **CCC (MVHS)**
  - **Choices**

Recommendations from:

- **Staff**
- **Community/Business**
- **PETS**
- **Student Assistant Teams**

School Records

- **Grades**
- **Portfolio**
- **Personal Experiences**
- **PETS**
- **Student Assistant Teams**
- **Journals**

NOVA CAREER & GUIDANCE PLAN
OUTCOMES IN ALL FOUR DISTRICTS

SKILL BUILDING

1. **Transfer skills to and within the world of work**

2. **To locate, understand and use local, state labor market information**

3. **Coordinate skill building activities and programs among participating schools in the NOVA community**

AWARENESS

1. **Provide earlier introduction of awareness programs of NOVA by NOVA staff to students and parents**

2. **Introduce NOVA presentations of career and vocational education awareness to eighth grade students and their parents**

3. **Compile a directory of career awareness and development materials that may be integrated into existing academic curriculum**

4. **Develop staff training for implementation of career awareness infusion**

5. **Establish a state of the art awareness career resource center**

6. **Define what topics/activities will be taught for career awareness/skills in grades (K-5), (6-8), (9-12)**

7. **Compile a directory of career speakers and human resources - ex. Valley Aspirations (sub-committee)**

8. **Provide sexual harassment/gender equity training for staff/students**

9. **Clarify alternative options/programs in NOVA communities**

NOVA CAREER & GUIDANCE PLAN
OUTCOMES IN ALL FOUR DISTRICTS (Cont.)

10. Invite grades 6-12 sending school staff to visit NOVA career awareness and vocational educational programs

11. Publicize and promote NOVA programs utilizing media including public access

INVOLVEMENT

1. Provide a continuum of career awareness/development in grades 6-12

2. Involve total staff in career awareness and vocational education programs

3. Train staff career development, as it relates to academic programs

ASPIRATIONS

1. Advisor/advisee programs in all schools

2. District wide gender equity workshops

3. Emphasize and provide opportunities for experimental learning (ropes course/outdoor leadership)

4. Increase in community resources and participation:
   Ex. Rotary

NOVA CAREER & GUIDANCE PLAN
OUTCOMES
IN ALL FOUR DISTRICTS (Cont.)

ASSESSMENT OF SKILLS

1. **Assess vocational aptitudes and interests early and consistently**

2. **Provide a consistent career inventory program for grade 6-12**

3. **Assess problem solving, interpersonal, oral/written communication, decision making/coping skills, job search skills when identified as necessary**

4. **Identify individual learning styles**

CAREER AWARENESS/DEVELOPMENT PROGRAMS

SCHOOL		GR. 6	GR. 7	GR.8	GR. 9	GR. 10	GR. 11	GR. 12
DIRIGO M.S.		Self Esteem	Career Day	Career Day	x	x	x	x
		Decision Making	Quest (Lion's Club)	Quest (Lion's Club)				
			Kieve	PREP				
				Career Ed. Units				
DIRIGO H.S.		x	x	x	Rotary/ NOCAC's	NOVA Orientation	College Fair	Lifeskills
					Career Aware Day		ASVAB Test	
MT. VALLEY M.S.		DARE	Lion's Quest	P.R.E.P.	x	x	x	x
		World of Work	World of Work	World of Work				
				Career Day and Job Shadow				
		P.R.I.D.E. School Orientation/	P.R.I.D.E.: Community Service	P.R.I.D.E.: Career Awareness				
				Math/ Science Careers for girls: Equity Issues				

CAREER AWARENESS/DEVELOPMENT PROGRAMS

SCHOOL		GR. 6	GR. 7	GR.8	GR. 9	GR. 10	GR. 11	GR. 12
MT. VALLEY H.S.		x	x	x	Rotary/ NOCAC's	NOVA Orientation	ASVAB Test	College Fair
					Career Aware Day	ASVAB	College Fair	
						Renaissance: Student Recognition		
PERU ELEM.		N/A	Lion's Quest	ADAPT	x	x	x	x
		C.A.P.	Health Careers	Self Esteem and Decision Making				
			Lion's Quest and Decision Making	Career Day				
				Choices, Jr.				
				P.R.E.P.				
				Health Careers				
TELSTAR M.S.		Adolescence	Community Service	P.R.E.P.	x	x	x	x
		Student Recognition		Career Speakers				
				Series				

CAREER AWARENESS/DEVELOPMENT PROGRAMS

SCHOOL		GR. 6	GR. 7	GR.8	GR. 9	GR. 10	GR. 11	GR. 12
TELSTAR H.S.		x	x	x	Rotary/ NOCAC's	College Fair	College Fair	Job Search Workshop
					Career Awareness Day	D.A.T. Testing	ASVAB Test	Life Skills
						NOVA Orientation	C.D.M. Survey	Career Week Job Shadow
							Career Week Job Shadow	
ST. A & ST. J'S		D.A.R.E.	Personal Growth Groups	Career Day	x	x	x	x
				Personal Growth Groups				
				Transition to High School				

GRADE 6-8/MIDDLE SCHOOL PLAN RESOURCES:

Prep Program **Choices**

Choices Jr. **Discover**

GIS-Guidance Information System (Computer Career Awareness Software)

Career Classroom Activities - Ctr. on Ed. & Work

Comprehensive Guidance Plan K-12
Marana Unified School District pg.8-10

School Counseling Programs pg. 46-48, 52
A resource & Planning Guide
Wisconsin Dept. of Public Instruction

Teaching Essential Life Skills
East Orange School District

Teaching Essential Life Skills pg. 173-191
Lumberton Township School District
Lumberton, New Jersey

The Career Mystery: Whose Decision is it Anyway?
Workbook -
Illinois State Board of Educators

Gender - Fair Career Counseling Strategies
Vocational Guidance & Counseling/Sex Equity Services

Maine Guide - Building Blocks for the Future - The National Career Development Guidelines

Get a Life Portfolio

GRADES 9-12/HIGH SCHOOL PLAN RESOURCES

Career Planning Workbook: From Astronaut to Zoologist
Vocational Studies Center School of Education
University of Wisconsin

Developmental Guidance Classroom Activities Grade. 10-12
Center on Education and Work
University of Wisconsin/Madison School of Education

It's Your Choice
Career Exploration Activities for Teens
State Department of Education - Vermont

Get a Life, Portfolio

National Career Develop Guidelines Local Handbook
NOICC Washington, D.C. pg.51-53

School Counseling Programs
Wisconsin Department of Public Instructions pg. 24-30

Basic Skills, Integration & the School Counselor #3 pg. 21-23
Colorado State University

Planning for Success in Tomorrow's Work Place #4

Idaho Comp. Guidance & Counseling Program Model pg.3-11

Comprehensive School Counseling & Guidance Programs #5
Colorado State

K-14 Goal Matrix
Career-Vocational Dev. Profile

Take Off Career Education Series Video Tapes

CAREER DEVELOPMENT COMPETENCIES		PORTFOLIO SECTION
Early Years	**High School**	
Explores the importance of a positive self-concept	Explores the influence of a positive self-concept on decision making	● Self-Knowledge
Skills to interact with others	Skills to interact positively with others	● Self-Knowledge ● Life Roles
Knowledge of the importance of growth and change	Understanding the impact of growth and development	● Self-Knowledge
Knowledge of the benefits of educational achievement to career opportunities	Understanding the relationship between educational achievement and career planning.	● Educational Development
Understanding the relationship between work and learning	Understanding the need for positive attitudes toward work and learning	● Educational Development
Skills to locate, understand, and use career information	Skills to locate, evaluate and interpret career information	● Career Planning
Knowledge of skills necessary to seek and obtain jobs	Skills to prepare to obtain, maintain, and change jobs	● Career Planning
Understanding how work relates to the needs and functions of the economy and society	Understanding how societal needs and functions influence the nature and structure of work	● Educational Development
Skills to make decisions	Skills to make decisions	● Self-Knowledge ● Educational Development ● Career Planning
Learns how life roles are related to each other	Understanding the interrelationship of life roles	● Life Roles
Knowledge of different occupations and changing male/female roles	Understanding the continuous changes in male/female roles	● Life Roles
Understanding the process of career planning	Skills in career planning	● Career Planning

NOVA COMMUNITY'S CAREER DEVELOPMENT MIDDLE SCHOOL STUDENT (GRADE 6-8) COMPETENCIES AND INDICATORS

(Resource: NOICC)

SELF KNOWLEDGE

Competency 1: Knowledge of the influence of a positive self concept.

1.1 Describe personal likes and dislikes.
1.2 Describe individual skills required to fulfill different life roles.
1.3 Describe how one's behavior influences the feelings and actions of others.
1.4 Identify environmental influences on attitudes, behaviors and aptitudes.

Competency 2: Skills to interact with others.

2.1 Demonstrate respect for the feelings and beliefs of others.
2.2 Demonstrate an appreciation for the similarities and differences among people.
2.3 Demonstrate tolerance and flexibility in interpersonal and group situations.
2.4 Demonstrate skills in responding to criticism.
2.5 Demonstrate effective group membership skills.
2.6 Demonstrate effective social skills.
2.7 Demonstrate understanding of different cultures, lifestyles, attitudes and abilities.

Competency 3: Knowledge of the importance of growth and change.

3.1 Identify feelings associated with significant experiences.
3.2 Identify internal and external sources of stress.
3.3 Demonstrate ways of responding to others when under stress.
3.4 Describe changes that occur in the physical, psychological, social and emotional development of an individual.
3.5 Describe physiological and psychological factors as they

relate to career development.

3.6 Describe the importance of career, family and leisure activities to mental emotional, physical and economic well-being.

Competency 4: Knowledge of the benefits of educational achievement to career opportunities.

4.1 Describe the importance of academic and occupational skills in the work world.

4.2 Identify how the skills taught in school subjects are used in various occupations.

4.3 Describe individual strengths and weaknesses in school subjects.

4.4 Describe a plan of action for increasing basic educational skills.

4.5 Describe the skills needed to adjust to changing occupational requirements.

4.6 Describe how continued learning enhances the ability to achieve goals.

4.7 Describe how skills relate to the selection of high school courses of study.

4.8 Describe how aptitudes and abilities relate to broad occupational groups.

Competency 5: Understanding the relationship between work and learning.

5.1 Demonstrate effective learning habits and skills.

5.2 Demonstrate an understanding of the importance of personal skills and attitudes to job success.

5.3 Describe the relationship of personal attitudes, beliefs, abilities and skills to occupations.

Competency 6: Skills to locate, understand and use career information.

6.1 Identify various ways that occupations can be classified.

6.2 Identify a number of occupational groups for exploration.

6.3 Demonstrate skills in using school and community resources to learn about occupational groups.
6.4 Identify resources to obtain information about occupational groups including self employment.
6.5 Identify skills that are transferable from one occupation to another.
6.6 Identify sources of employment in the community.

Competency 7: Knowledge of skills necessary to seek and obtain jobs.

7.1 Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.
7.2 Describe terms and concepts used in describing employment opportunities and conditions.
7.3 Demonstrate skills and attitudes essential for a job interview.

Competency 8: Understanding how work relates to the needs and functions of the economy and society.

8.1 Describe the importance of work to society.
8.2 Describe the relationship between work and economic and societal needs.
8.3 Describe the economic contributions workers make to society.
8.4 Describe the effects that societal, economic and technological change have on occupations.

CAREER PLANNING

Competency 9: Skills to make decisions.

9.1 Describe personal beliefs and attitudes.
9.2 Describe how career development is a continuous process with a series of choices.
9.3 Identify possible outcomes of decisions.

9.4 Describe school courses related to personal, educational and occupational interests.
9.5 Describe how the expectations of others affect career planning.
9.6 Identify ways in which decisions about education and work relate to other major life decisions.
9.7 Identify advantages and disadvantages of various secondary and post secondary programs for the attainment of career goals.
9.8 Identify the requirements for secondary and post-secondary programs.

Competency 10: Knowledge of the interrelationship of life roles.

10.1 Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation and talent.
10.2 Identify how work roles at home satisfy needs of the family.
10.3 Identify personal goals that may be satisfied through a combination of work, community, social and family roles.
10.4 Identify personal leisure choices in relation to lifestyle and the attainment of future goals.
10.5 Describe advantages and disadvantages of various life role options.
10.6 Describe the interrelationships between family, occupational and leisure decisions.

Competency 11: Knowledge of different occupations and changing male/female roles.

11.1 Describe advantages and problems of entering nontraditional occupations.
11.2 Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender.
11.3 Describe stereotypes, biases and discriminatory behaviors

that may limit opportunities for women and men in certain occupations.

Competency 12: Understanding the process of career planning.

12.1 Demonstrate knowledge of exploratory processes and programs.
12.2 Identify school courses that meet tentative career goals.
12.3 Demonstrate knowledge of academic and vocational programs offered at the high school level.
12.4 Describe skills needed in a variety of occupations, including self-employment.
12.5 Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.
12.6 Develop an individual career plan, updating information from the elementary-level and including tentative decisions to be implemented in high school.

CAREER DEVELOPMENT COMPETENCIES		PORTFOLIO SECTION
Early Years	**High School**	
Explores the importance of a positive self-concept	Explores the influence of a positive self-concept on decision making	● Self-Knowledge
Skills to interact with others	Skills to interact positively with others	● Self-Knowledge ● Life Roles
Knowledge of the importance of growth and change	Understanding the impact of growth and development	● Self-Knowledge
Knowledge of the benefits of educational achievement to career opportunities	Understanding the relationship between educational achievement and career planning.	● Educational Development
Understanding the relationship between work and learning	Understanding the need for positive attitudes toward work and learning	● Educational Development
Skills to locate, understand, and use career information	Skills to locate, evaluate and interpret career information	● Career Planning
Knowledge of skills necessary to seek and obtain jobs	Skills to prepare to obtain, maintain, and change jobs	● Career Planning
Understanding how work relates to the needs and functions of the economy and society	Understanding how societal needs and functions influence the nature and structure of work	● Educational Development
Skills to make decisions	Skills to make decisions	● Self-Knowledge ● Educational Development ● Career Planning
Learns how life roles are related to each other	Understanding the interrelationship of life roles	● Life Roles
Knowledge of different occupations and changing male/female roles	Understanding the continuous changes in male/female roles	● Life Roles
Understanding the process of career planning	Skills in career planning	● Career Planning

NOVA COMMUNITY'S CAREER DEVELOPMENT
HIGH SCHOOL STUDENT (GRADE. 9-12)
COMPETENCIES AND INDICATORS
(Resource: NOICC)

SELF KNOWLEDGE

Competency 1: Understand the influence of a positive self concept.

1.1 Identify and appreciate personal interests, abilities and skills.
1.2 Demonstrate the ability to use peer feedback.
1.3 Demonstrate an understanding of how individual characteristics relate to achieving personal, social, education and career goals.
1.4 Demonstrate an understanding of behaviors.
1.5 Demonstrate an understanding of the relationship between personal behavior and self-concept.
1.6 Describe personal likes and dislikes.
1.7 Describe individual skills required to fulfill different life roles.
1.8 Describe how one's behavior influences the feelings and actions of others.
1.9 Identify environmental influences on attitudes, behaviors and aptitudes.

Competency 2: Skills to interact positively with others.

2.1 Demonstrate effective interpersonal skills.
2.2 Demonstrate interpersonal skills required for working with and for others.
2.3 Describe appropriate employer and employee interactions in various situations.
2.4 Demonstrate how to express feelings, reactions and ideas in an appropriate manner.

Competency 3: Understanding the impact of growth and development.

3.1 Describe how developmental changes affect physical and mental health.
3.2 Describe the effect of emotional and physical health on career decisions.
3.3 Describe healthy ways of dealing with stress.
3.4 Demonstrate behaviors that maintain physical and mental health.

EXPLORATION

Competency 4: Understanding the relationship between education achievement and career planning.

4.1 Demonstrate how to apply academic and vocational skills to achieve personal goals.
4.2 Describe the relationship of academic and vocational skills to personal interests.
4.3 Describe how skills developed in academic and vocational programs relate to career goals.
4.4 Describe how education relates to the selection of college majors, further training and/or entry into the job market.
4.5 Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
4.6 Describe how learning skills are required in the workplace.

Competency 5: Understanding the need for positive attitudes toward work and learning.

5.1 Identify the positive contribution workers make to society.
5.2 Demonstrate knowledge of the social significance of

various occupations.

5.3 Demonstrate a positive attitude toward work.

5.4 Demonstrate learning habits and skills that can be used in various educational situations.

5.5 Demonstrate positive work attitudes and behaviors.

Competency 6: Skills to locate, evaluate and interpret career information.

6.1 Describe the educational requirements of various occupations.

6.2 Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).

6.3 Demonstrate knowledge of various classification systems that categorize occupations and industries.

6.4 Describe the concept of career ladders.

6.5 Describe the advantages and disadvantages of self-employment as a career option.

6.6 Identify individuals in selected occupations as possible information sources, role models or mentors.

6.7 Describe how employment trends relate to education and training.

6.8 Identify how employment trends relate to education and training.

6.9 Describe the impact of factors such as population, climate and geographic location on occupational opportunities.

Competency 7: Skills to prepare to seek, obtain, maintain and change jobs.

7.1 Demonstrate skills to locate, interpret and use information about job opening and opportunities.

7.2 Demonstrate academic or vocational skills required for a full- or part-time job.

7.3 Demonstrate skills and behaviors necessary for a successful job interview.

7.4 Demonstrate skills in preparing a resume and completing

job applications.

7.5 Identify specific job openings.

7.6 Demonstrate employability skills necessary to obtain and maintain jobs.

7.7 Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits and opportunities for change).

7.8 Describe placement services available to make the transition from high school to civilian employment, the armed services or post secondary education/training.

7.9 Demonstrate an understanding that job opportunities often require relocation.

7.10 Demonstrate skills necessary to function as a consumer and manage financial resources.

Competency 8: Understanding how societal needs and functions influence the nature and structure of work.

8.1 Describe the effect of work on lifestyles.

8.2 Describe how society's needs and functions affect the supply of goods and services.

8.3 Describe how occupational and industrial trends relate to training and employment.

8.4 Demonstrate an understanding of the global economy and how it affects each individual.

Competency 9: Skills to make decisions.

9.1 Demonstrate responsibility for making tentative educational and occupational choices.

9.2 Identify alternatives in give decision-making situations.

9.3 Describe personal strengths and weaknesses in relationship to post secondary education/training requirement.

9.4 Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or

advanced training.

9.5 Identify and complete required steps toward transition from high school to entry into post secondary.

9.6 Identify steps to apply for and secure financial assistance for post secondary education and training.

Competency 10: Understanding the interrelationship of life roles.

10.1 Demonstrate knowledge of life stages.

10.2 Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits).

10.3 Describe ways in which occupational choices may affect lifestyle.

10.4 Describe the contribution of work to a balanced and productive life.

10.5 Describe ways in which work, family, and leisure roles are interrelated.

10.6 Describe different career patterns and their potential effect on family patterns and lifestyle.

10.7 Describe the importance of leisure activities.

10.8 Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

Competency 11: Understanding the continuous changes in male/female roles.

11.1 Identify factors that have influences the changing career patterns of women and men.

11.2 Identify evidence of gender stereotyping and bias in educational programs and occupational settings.

11.3 Demonstrate attitudes, behaviors, and skills that contribute to elimination gender bias and stereotyping.

11.4 Identify courses appropriate to tentative occupational choices.

11.5 Describe the advantages and problems of nontraditional occupations.

Competency 12: Skills in career planning.

12.1 Describe career plans that reflect the importance of lifelong learning.
12.2 Demonstrate knowledge of post secondary vocational and academic programs.
12.3 Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.
12.4 Describe school and community resources to explore educational and occupational choices.
12.5 Describe the costs and benefits of self-employment.
12.6 Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.

NOVA COMMUNITY
M.S./H.S. TEACHER SURVEY RESULTS:

The five general categories of skill building, awareness, involvement, aspirations, and assessment of skills address the goals of the NOVA Career and Guidance curriculum.

A survey to determine what is presently being done in four of these categories was done at Telstar, Mountain Valley, and Dirigo High Schools and Middle Schools, as well as Peru, St. A. and St. John's Schools.

MIDDLE SCHOOL RESULTS

Fifty-one staff surveys were returned from the middle and elementary schools. The results of the surveys shared at the middle schools showed may skill-building activities happening. In the areas of decision making, coping skills, and interpersonal communication, all of the schools surveyed participate in cooperative learning, writing, support group, peer helpers, Quest or D.A.R.E., volunteering and community service, and career exploration. Advisor-advisee programs, job shadowing, and Big Brothers/Sisters experiences are not common to the middle level schools.

In the awareness category, activities that all the middle schools encourage are speakers, study skills education and health curriculums that emphasize relationships and role modeling. Only half of the schools provide career fairs, computer search programs and awareness of gender equity roles.

For the category of involvement, all schools have tutors, volunteers and chaperons concentrating on students and involving the family. Businesses and school staff become involved mainly by providing speakers and job shadowing experiences, and by acting as chaperons.

In the final area surveyed, aspirations, all schools have chemical awareness programs, recognize students through the honor roll and provide extra-curricular programs for students. Many schools have student-centered visiting arts programs.

HIGH SCHOOL RESULTS

Thirty-one surveys were completed at the high school level from Dirigo, Mountain Valley, and Telstar.

The skill-building areas of oral, written and interpersonal communication, job search, problem solving and thinking, decision making and coping skills are addressed by all high school students surveyed through cooperative learning, writing, peer helping, career exploration, student leadership, volunteer and community service, job shadowing, support groups, guidance classes and life skills.

Awareness areas of jobs, skills, and ethics, individual learning styles, and relationships are looked at in all these high schools. Career development classes, computer programs, speakers, career videos, study skills unity, mainstreaming, classroom guidance, support groups and health curriculums provide these awareness activities.

Involvement of the community in activities at all schools surveyed included a heavy concentration on speakers, tutors and volunteers, workshops, job shadowing and staff chaperoning. All schools involved students in career fairs.

In the aspiration category, chemical awareness programs, honor roll, extra-curricular activities, student-of-the-month recognition, and visiting arts programs are geared to raise student aspirations.

AREAS THE NOVA CAREER & GUIDANCE PLAN'S WORKING COMMITTEE ARE CONSIDERING FOR FUTURE WORK SESSIONS:

(Defined Nov. 1993)

1. Relationship of school subjects to future work (students/teachers /parents)

2. What are the Career Development/Awareness Expectations for Students entering NOVA programs?
   Ex. - Awareness of Self and Others
   - Academic Skills
   - Job Search Competencies/Activities
   - Vocational Aptitudes/Competencies/Activities
   - Decision Making

3. Define Career Awareness and Development Competencies/Objectives for Students at each grade level.

4. To Survey Grade. 6-12 Teaching Staff at Sending Schools of Career Awareness & Development Activities & Programs (Completed December 23, 1993)

5. To Define the Consistent & Inconsistent Areas of Career Awareness & Development - Grade. 6-12

6. Portfolio for all high school students

7. Four year plan for all eighth graders

8. Sex Equity Conference for students

*to consider: Career Awareness Activities and Resources for teachers/parents

NOVA/REGION #9 COMMUNITY GUIDANCE & CAREER AWARENESS PLAN
HIGH SCHOOL GRADUATE'S
PLACEMENT OPTIONS UPON GRADUATION

1) **College**
   - **2 Year Associate's Degree**
   - **4 Year Bachelor's Degree**

2) **Technical College**
   - **1 Year Diploma**
   - **1 Year Certificate**
   - **2 Year Associate's Degree**
   - **2+2 Year (High School + Technical College)**

3) **Military/Armed Services**
   - **Traditional 4 Year Enlistment**
   - **3 Year Enlistment**
   - **Career - 20+ Years**
   - **National Guard**
   - **Naval Reserves**
   - **ROTC**

4) **Part Time Employment**

5) **Start Own Business**

6) **Post Graduate Program - 1 Year**

7) **Part Time Work/Part Time School**

8) **Pre-Apprenticeship Program**

9) **OJT Program**

10) **Full Time Employment**

11) **Graduate School (After 4 Year Program)**

12) **Peace Corps/Community Service**

13) **Volunteer - with a Business/Non-Profit Agency**

14) **Adult Education Courses**

15) **Correspondence/Independent Study Program**

16) **Work Part Time/Travel**

17) **Apprenticeship Program**

NOVA COMMUNITY GUIDANCE & CAREER AWARENESS GUIDANCE PLAN'S THREE YEAR OBJECTIVES

This School Year (1993-94):

1) **Implement "Get A Life" Portfolios to all sending school's Grade 6 students.**

2) **Carry out "Practical Arts Evaluation System: for sending schools' Grade 6-8 Special Needs Students.**

3) **Further develop NOVA/Region 9 Career Awareness Workshops for sending school's Grade 8 students.**

4) **Research and develop Seniors' Special/Post High School Career Potions Conference for sending schools' Grade 12 students.**

Next School Year (1994-95):

1) **Continue use of "Get A Life" Portfolios to all sending schools Grade 6 & 7 students.**

2) **Develop a Sex Equity Workshop for sending schools' Grade 8 and/or Grade 9 students.**

3) **Provide a "Job Shadowing" program for sending schools' Grade 10 & 11 students.**

4) **Expand the NOVA Community "Practical Arts Evaluation System" Assessment Center and services to sending schools' students.**

5) **Develop "Jobs for Maine" program for sending schools' Grade 12 students and "Tech Prep" program and pre-apprenticeship for sending schools' Grade 11 & 12 students.**